

ADMINISTRATIVE — INTERNAL USE ONLY

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72-6388

ITEM B.  
PERSONNEL  
DEVELOPMENT  
PROGRAM

MEMORANDUM FOR: Deputy Director for Intelligence  
Deputy Director for Plans  
Deputy Director for Science and Technology  
Deputy Director for Support

SUBJECT : Personnel Development Program

1. From our discussions in the Annual Conference last May and the November Deputies Meeting, we are ready to proceed with the implementation of an expanded Personnel Development Program (PDP) at the career service, directorate and Agency levels.

2. Implementation of the Agency's PDP will mainly occur at the directorate level. Specific personnel development programs within the directorates can be tailored to special needs. On the broader Agency level, however:

a. In addition to general program guidance, you are asked to personally promote the Agency's increased emphasis upon personnel development by meeting with each of your Career Service and Office Heads every six months to review in detail their implementation of the directorate's PDP.

b. The Executive Director will meet separately with each Deputy Director annually to review the directorate's implementation of the Agency PDP, to include consideration of the individuals selected for executive development and their development plans (for GS-15-and-above expected vacancies) and the directorate's overall plans for training, developmental assignments and rotational experience.

c. The Agency Executive Management Resources Board (EMRB), in regular Deputies Meetings, will review the overall status of the Agency PDP and make appropriate recommendations to the Director and approve the annual and other reports to the Civil Service Commission for submission to the Director.

3. The several Career Service Heads, boards and panels under your supervision will be the principal action units for carrying out personnel development in the Agency. The CSC has been advised of our decision to rely primarily upon career service processes and systems in complying with Federal Guidelines.

4. Although effective operation of an Agency PDP can best be accomplished by concentrating on the needs and problems of the directorates and career services, there are a number of overriding Agency interests. These can be met only if all organizational units systematically pursue certain identifiable purposes, approaches and criteria.

a. Executive development and rotation are major concerns of the Executive Branch, evidenced in a letter to the Director from the Chairman, Civil Service Commission and by concerted efforts of CSC and OMB to implement the Government-wide ED program.

b. The Federal Guidelines on Executive Development have been issued for application throughout the Federal service. Although detailed items contained in each of the five major Guidelines are designed for flexibility in implementation, compliance with most of their content is expected by all agencies, including CIA. Accordingly, these Guidelines constitute the principal bases for administering a PDP in this Agency. (They are shown in Tab A, along with suggestions for internal implementation.) In response to a CSC reporting requirement, a general statement of Agency policies and processes for implementing an ED program, pursuant to the Guidelines, was forwarded last spring to the Commission. (A digest of the main features of the Agency's PDP, as reported at that time, is contained in Tab B.)

c. Personnel development, while keying upon leadership selection and development, encompasses much more than these aspects. The Agency has a broad stake in maintaining professionalism at all levels during the next several years. A high-quality level can best be obtained by the systematic improvement of all officers who are destined to advance in some measure, even though many may not possess executive

potential. Changing programs, technologies, operational techniques and functional priorities will create additional pressures for doing a better job of personnel development. In this respect, there is a close correlation between the welfare of the individual and the needs of the Agency. The Director referred to this relationship when he commented on the interrelationship of employee motivation and increased productivity.

d. Perhaps the most important reason for stressing personnel development within the Agency is the belief prevalent among many Agency personnel that a system for personnel or career development either does not exist or is ineffectual. This complaint has been repeated in attitudinal surveys, in Midcareer and other training courses and in other communication outlets. It is essential to convince our employees, by organized and visible efforts throughout the Agency, that personnel development is an abiding interest of the Agency's managers.

5. In the interests of administrative flexibility, standard forms, reports and timetables will not be required (except as imposed from outside the Agency, e. g., the annual report to the CSC). It is important, however, that offices and career services share experiences and successes with each other in seeking to achieve Agency objectives and to meet their own needs. For this reason, I have asked the Director of Personnel to serve as a focal point of assistance to you and the offices and career services under your jurisdiction, make available forms for possible use and arrange with you appropriate schedules (to reflect your panel review schedules) for Agency level (e. g., Executive Director) review and action.

6. As previously discussed, initial emphasis will be given to executive development; and the developmental criteria and approaches in Tab A largely pertain to this subject. The suggestions in Tab A also apply to the larger issue of systematic development of able professional officers at all levels. In some career services, the need to do more in this broader area may be as compelling as taking action to develop leadership. I therefore request you to discuss ways and means with your Career Service and Office Heads of using Tab A as a basis for generally improving personnel development programs applicable to qualified professionals. I appreciate the rate of progress in this whole field will depend upon timing and staffing considerations and will vary among the career services.

W. E. Colby  
Executive Director-Comptroller

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**SUBJECT: Personnel Development Program**

**Attachments:**

- Tab A - Federal Guidelines ED
- Tab B - Digest ED Policy Statement
- Tab C - Employee Gap Sheet
- Tab D - Exec Roster & Requirements List

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GUIDELINES FOR EXECUTIVE DEVELOPMENT IN THE FEDERAL SERVICE

Objectives:

Effective management, largely a function of effective managers, through Executive Development (ED).  
Essential management continuity, without loss in responsiveness and flexibility, through Executive Development.  
Best use of available talent within the Federal Government, without exclusion of those entering from the outside, through Executive Development.  
Broadened perspectives, knowledges and skills through Executive Development.  
Achievement of Executive Development by the identification and development of high-potential employees in mid-management (normally GS 13-15) and the provision of developmental experiences for incumbent executives (normally GS 16-18).

CRITERIA AND APPROACHES IN GUIDELINES  
FOR IMPLEMENTATION OF GUIDELINES  
BY INDIVIDUAL AGENCIES

SUGGESTED INTERNAL CRITERIA AND APPROACHES  
FOR APPLICATION IN THIS AGENCY

FEDERAL GUIDELINE I: High Level of Organization Commitment

A. Develop and announce a policy for executive development enabling each executive and aspirant to develop to the fullest extent, consistent with agency needs and his interest and abilities. Announce in policy the resources to be committed.

B. Assign responsibility for ED to a principal assistant who regularly reports to the agency head. His primary duty is to insure that ED programs meet organization goals and priorities.

C. Establish high-level Executive Manpower Resources Board (EMRB), consisting of organization executives to:

- (1) monitor executive development and review progress toward organization objectives;
- (2) report stewardship of executive resources to agency head at least annually.

A. Prepared and forwarded to CSC, per its requirement, a statement of the basic policy, organizational structures and processes that will be followed by CIA in implementing an ED program, compatible with Federal Guidelines (See Tab B).

B. ED/C has assumed this responsibility.

C. Designated Deputies' Meeting as EMRB, with collective responsibility for formulating, implementing and monitoring Agency-wide program to achieve Agency objectives and to meet Federal Guidelines.

D. Number of boards within each agency to depend upon its structure and mission. (Where formalized career programs are used, an agency may want a board for each.)

E. Designate an Executive Manpower Management Officer (EMMO), normally the personnel head, to provide a focus for all executive manpower activities and to report on the program directly to the principal assistant for ED. EMMO can act as executive director of EMRB. EMMO to review internal developmental activities and development assignment systems; maintain liaison with CSC; and conduct studies on ED. He will supply guidance to supervisors on availability and relevance of development and training assignments; assist them in employee coaching and counseling; and help them to prepare executive development documents. He will act as principal advisor and coordinator of developmental activities when personnel management is accomplished by formalized career programs and he will exercise, as his principal function, the coordination of all matters relating to executive development.

D. Advised CSC that Agency will rely upon Deputy Directors, Career Service Heads and career service structures to manage ED program.

E. D/Pers was designated EMMO and given responsibilities outlined for EMMO in Federal Guidelines. ED/C informed D/Pers that his principal role will be to provide advice to ED/C and Deputies; formulate ED criteria and suggested procedural approaches; and provide detailed staff assistance to career service officials and supportive staffs, as appropriate. In lieu of using fixed formats and reports, ED/C has requested D/Pers to provide illustrative materials that can be used or adapted, as applicable, by Directorates and career services in managing their own ED systems.

FEDERAL GUIDELINE II: Development Plans for Each Mid-Manager or High Potential Executive

A. Identify and develop an appropriate number of high-potential mid-managers for executive vacancies. (Not practical or economical to invest in the same amount of development for each employees reaching mid-management level.)

A. Career services should take the following considerations into account in the process of identifying and developing individuals within the Grades GS 13-15 who are believed to have executive potential.

- (1) Requirements for effective performance vary in different executive positions. Critical elements of effectiveness in key jobs should be identified, ranked in importance, and

- applied in the identification and development of executive candidates.
- (2) Specific ED plans and actions should be tailored to identifiable gaps in the individual backgrounds of candidates, both in their performance and their abilities relating to prospective future utilization. (As an example, see Individual Gap Sheet for SP careerists in Tab C.)
  - (3) Employees with recognized executive potential may be needed where they are assigned and difficult to replace. Career service interests, however, may best be served by fairly long-range and careful planning to determine how those with executive potential can be moved to achieve a developmental purpose with minimum disruption, not only to accommodate the overriding needs of the career service and the individual concerned but also to assure the effective utilization of the employees concerned during the course of their developmental activity.
  - (4) Although it is frequently difficult to make firm long-range plans covering future incumbents of senior positions, it is possible, by focusing on this issue, to avert most ill-prepared or precipitous changes. Planning will permit alternative choices and pertinent personal development to take place. Even if some contingency planning does not materialize, properly selected development of promising individuals will be beneficial.
  - (5) Selections of candidates for executive positions and their subsequent development (including maintenance of records on their status) must be handled in a way that misunderstandings will not result or lead to charges of elitism.
  - (6) Officers in Grades GS 13-15 selected for specific developmental training and assignments should be counseled, whenever feasible, that actions affecting them are being taken to enhance their career opportunities and effectiveness. In general, they should not be told that they are candidates for executive positions.



B. Need mechanisms for identifying high-potential individuals, e.g., performance appraisal systems, other performance standards, training reports and personnel inventories.

C. Determine number of mid-managers to be developed for executive prospects by analysis of organizational growth and expected turnover. The organization should identify the skills, knowledges and experiences applicable to key jobs and select an adequate number of high-potential individuals GS 13-15 to meet these needs.

B. Need to supplement Fitness Reports, assignment and promotional reviews, panel rankings, use of objective criteria, training reports, employee folders, and other formal or informal devices used by career services for specifically evaluating management and executive potential.

New basic approaches deemed to have particular usefulness, include the development of career service and training models and listings of progressive experiences considered appropriate for upward movement into senior positions within a career service. (Obviously, these models and progressive experiences vary among career services and should be tailor-made to their own set of relevant considerations.) In addition, further study should be given to possibilities for further use of psychological findings and measures of managerial effectiveness; experimentation with assessment centers; and better validation of training courses. Career services should seek, from the offices concerned, statistical information, analyses or other information that would assist them in managing specific aspects of their ED program.

As supplements to career service and training models, the specific requirements of key and executive positions should be specified to facilitate their consideration in the personal development of prospective candidates.

C. Each career service should forecast expected losses in positions, or categories of positions, (e.g., chiefs of station) in Grades GS-15 and above, preferably for a three or four year period. Ordinarily, two or more candidates should be identified from among employees in Grades GS-13 and above for each job vacancy. When the exact executive positions to be vacated by departing officers cannot be predicted and only organizational functional groups can be identified (such as branch or station chiefs), twice as many executive candidates as future executive vacancies should be identified by organizational functional groups.

It should be kept in mind the replacement of an executive usually creates a wave of other vacancies in the grade structure below. As

D. Prepare for each incumbent executive and mid-manager selected for executive development an individual development plan designed to improve his performance and to prepare him for prospective executive job(s). Individual plans could include:

- (1) self-initiated activities (professional association activities; technical personal skills acquisition, and reading programs);
- (2) training in managerial perspectives (such as reorientation of outlook and re-evaluation of priorities); management techniques and skills (for example: ADP budgets, operational research, labor-management relations, counseling, program funding, nature of political leadership and knowledge of influence structures); and professional and occupational knowledge or techniques (formal agency or inter-agency courses, formal courses at an education institution and participation in professional conferences and seminars);
- (3) developmental assignments, including short-term temporary assignments and permanent rotational assignments.

in the case of handling an unexpected vacancy, planned turnover and development usually involve filling a number of positions and identifying a number of candidates for each. (As a simple illustration of an executive candidate roster, see Tab D.)

D. The Agency apprised CSC that formal individual career plans were tried unsuccessfully in the Agency. Individualized reviews and planning of the developmental needs of specific individuals (i.e., most relevant to them and their prospective utilization) are recognized, however, to be valuable tools. These actions can be taken in a variety of ways, by different levels of officials, and for varying reasons. For ED purposes, career reviews should encompass most, if not all, careerists in Grades GS 13-15. (These reviews should not be confined to individuals currently considered eligible for promotion or available for assignment.)

The combined listing in one paper of all individual developmental needs identified by a career service is an easy method of establishing training and assignment inventories for ready reference and planned implementation by the CMO or career service representatives. It provides a systematic focus while avoiding the shortcomings of formalized plans. (As a simple illustration of developmental requirements listing for executive candidates, see Tab D.)

E. Need to recognize that increased career interviewing and coaching will be required.

E. In a communication considered appropriate, each career service should explain its ED program to careerists under its jurisdiction -- content and participating arrangements. Careerists should be given an opportunity to express their personal interests in jobs or training that would enhance their future usefulness. They should be informed, however, that any actions subsequently taken in consonance with their expressed desires are to be construed only as an effort to improve their career status, rather than an indication of participation in an ED program.

FEDERAL GUIDELINE III: Improved Mobility Programs

A. Need organizational, occupational mobility programs to support ED efforts. (Much development is best accomplished on the job.) Agencies should have a systematic plan for rotational assignments within bureaus and should work out mobility programs across agency lines for which individuals may volunteer. Each agency's system should be based upon individual development plans. Some job rotations fitting desired mobility patterns are: similar jobs in different geographical areas; similar jobs at different places in headquarters or in a field installation; similar jobs within different organizations; and jobs involving similar leadership or administrative skills in different areas.

A. In the November Deputies' Meeting and in the Director's last Annual Conference, increased mobility of well-qualified officers and executives was advocated. ED/C has instructed D/Pers to prepare detailed proposals providing for (1) expanding the use of Vacancy Notices through the Agency; and (2) facilitating the transfer of employees across career service lines in order to fill priority needs; resolve personnel surpluses; or develop the employees concerned. Draft papers are now under review. In the belief that the institutional capacity to move able employees to the point of maximum usefulness is a common interest of Directorates and the Agency, these papers focus on the policy advantages of encouraging worthwhile requests to be made and promptly settled, with full consideration of the respective interests of the offices and individuals affected. In their role as EMRB, the ED/C and Deputies will later consider these proposals from the viewpoint of personal and executive development.

In addition to Agency-wide actions and policy emphases, each career service should evaluate the rotational needs of individual careerists as an integral part of its program of personal and executive development. Essentially, the success of a rotation program is contingent upon a career service taking the time to plan the kinds of rotation needed in the career service and then applying them to individual employees. Most developmental rotations of any duration should be accomplished relatively early in the career-life of officers (a time of learning and least disruption). Individual actions can best be

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B. Among the possibilities for short-term mobility assignments are: task force and committee assignments; understudy and vacation replacement assignments; and interchange assignments with industry and educational institutions.

decided within the framework of a career service rotation model or statement of norms, considered to be applicable either to officers in the career service generally or to a group of officers pursuing a functional or geographical specialty within the career service.

B. As a supplement to the frequent practice of temporarily overlapping employees being reassigned, career services are encouraged to consider TDY's or field orientation trips when the developmental benefits or future job effectiveness of the employees affected would justify the costs involved. Moreover, orientation trips may productively be used to familiarize employees with areas or program activities that they need to know in order to do their current or planned assignments.

#### FEDERAL GUIDELINE IV: More Effective Training Resource Utilization

Review training systems in the light of needs contained in individual development plans, in order that appropriate resources can be used or obtained. Also, review training programs to determine if they adequately reflect most recent trends in education and training.

Emphasize agency-oriented executive training in training programs and put trainees from different parts of organization together in learning situations.

Develop and publicize specific criteria for executive training programs. Examples mentioned in Guideline are: specified percentage of man hours to be devoted to developmental training each year; attendance at FEI, as a concomitant to appointment to executive positions; and annual sponsorship of a number of executive exchanges.

In recent months, comprehensive Agency studies have been made of training policies, programs, structures, systems, techniques, facilities, relevancy and success. These reviews were undertaken with the common objectives of linking training resources to personal development and better utilizing the training effort to increase employee effectiveness. With these objectives in mind, a number of major issues have evolved, including: responsiveness of training to the needs of career services; selection and availability of well-qualified employees for developmental training; relative value of different training courses; relative value of internal versus external training; validation of training results; and appropriate kinds of professional training at different career levels.

A number of significant changes have been effected or are in motion that should raise the quality of personnel management in the Agency and help the Directorates and career services in managing their employees and accomplishing their developmental programs. The following is a partial listing of major proposals and improvements:

- (1) A core program of six courses has been established (with revised explanations of purposes and eligibility requirements) as the basic training system for personal develop-

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*Ship Policy Instructions  
for DTR*

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Satisfy an agency's needs for training by putting together appropriate combinations of various delivery systems available, including: agency orientations; program skill courses; OD seminars; personal skills development courses; inter-agency courses involving management and technical skills; and non-governmental programs, such as academic and commercial courses.

ment of promising officers during their Agency careers;

- (2) management training has been strengthened, e.g., the Managerial Grid and Fundamentals of Supervision and Management have been added to the core program, and elements of management training have been added to other core courses; and
- (3) consideration is being given to a leadership conference for senior officers and to the development of a new branch chief course (or a course for GS 13-15's selected for executive development) that could concentrate intensively upon Agency-oriented management problems, management situations and management applications, having particular reference to the branch level and above.

New and more responsive training resources constitute an important first step, but their value depends mainly upon a more systematic effort throughout the Agency to implement individual training requirements. Annually or semi-annually, each career service should determine which developmental needs possessed by candidates for personal or executive development can best be accommodated by training. Importantly, these decisions should take into account the most appropriate kind of training that should be used. In essence, this concept starts with individual developmental needs and fitting training (or other developmental actions) to them, rather than finding suitable candidates to fit available training courses or responding to employee requests for internal or external training. (The latter may or may not relate to an employee's developmental need or his potential for further development as seen by his career service.) The time required to implement planned training arrangements tends to be offset by the time otherwise consumed in going through the motions in individual cases of consultations, circulations of curricula, securing approvals, etc. Moreover, good planning will avoid much of the chronic difficulty encountered in making able officers available for training.

In order to program activities and staffing needs, OTR genuinely needs to obtain reasonably accurate forecasts of training requirements well

in advance -- some of them a year ahead, such as the core courses. Once requirements are received, OTR should be able to rely upon the projected enrollments remaining reasonably firm. The changes being made to link training requirements to personal developmental needs should facilitate realization of these requirements, and it is believed a comprehensive listing of training requirements, both developmental and non-developmental, in the new Annual Personnel Plan (now under preparation) will provide a vehicle for career services to perform the important task of planning and forecasting training needs.

FEDERAL GUIDELINE V: Improved Development Program Evaluation

A. Operate mechanisms for evaluating the effectiveness of ED programs at several levels. These include reviews to determine the effectiveness of developmental experiences for individuals; effectiveness of sub-systems (performance appraisal, identification processes, actual promotions versus quality of those promoted, training); and the effectiveness of the total program. Provide feedback on specific results in achieving criteria and approaches shown under each of the Guidelines.

B. Give special attention to current utilization of resources and plans in carrying out ED programs. Utilize ED objectives as standards for evaluating the actual distance covered toward attainment of objectives.

[The CSC will periodically review agency plans and progress and combine its findings in a report to the President on "the state of executive development

A. Through the EMRB mechanism, ED/C Deputies will generally monitor ED program. Career services heads will annually report to Deputy concerned on ED program. ED/C will review annual progress within each Directorate with Deputy concerned. D/Pers, as EMMO, will provide policy proposals to EMRB and staff assistance to career services. ✓

Specific standards for evaluating the success of developmental programs in the career services will be considered after the career services have had sufficient time to assess their particular developmental needs and to determine the thrust and scope of their future personal developmental programs.

B. Among items to be studied in facilitating and evaluating the future effectiveness of the Agency's ED program are the following:

- (1) evaluating criteria for incumbent executive versus pre-executive programs;
- (2) method of selecting ED candidates;
- (3) nature and diversity of executive tasks;
- (4) specific objectives for measuring program success;



Government-wide and for each agency." The Guideline indicates that both the substance and form of these evaluations will be modified by continuing experience.]

- (5) value of different developmental methods;
- (6) feasibility of developmental transfer; and
- (7) development of specialists as managers.

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DIGEST OF A POLICY STATEMENT ON EXECUTIVE DEVELOPMENT

(Submitted to the CSC to Meet Reporting Requirements in  
the Guidelines for Executive Development in the Federal Service)

Basic Considerations in a Personal Developmental Program

It may be conceded that cream rises to the top and so do people of recognized superior ability. There is no assurance, however, that random exposure of employees to training courses and assignments will produce the best qualified and seasoned candidates for the more senior positions. Moreover, conclusions about the potential of specific individuals must be constantly re-examined as they move up in the hierarchy.

The Agency should guard against development for development sake, arousing personal expectancies that cannot be met. It should simultaneously move on two fronts: develop the moregifted for higher positions of managerial responsibility and develop people in the skills they will need in their current positions or in jobs of higher responsibility below the executive level.

Specific developmental actions in individual cases should fit organizational needs, as seen by Deputy Directors and career service officials.

Executive and Pre-Executive Development

Executive development is a dual process: planning the improvement of individuals who have already become executives (supergrades in the Federal Government) and developing designated mid-officers and senior officers who have the potential to be executives.

Executives can materially benefit from formal internal and external training experiences, but their utilization and development chiefly depend upon periodic reviews of their effectiveness. Uninterrupted tenure of executives for years in one job or place can be counterproductive, despite the expertise gained on the job. The practice frequently observed in the business world of annually examining the status, current usage and prospective usefulness of each individual could be applied productively within the Agency.

Central to an effective program of executive development is the identification and personal development of well-qualified mid-career and senior officers in the Grades GS 13-15. Many promising employees at these grade levels have spent most of their careers acquiring substantive expertise. More often than not, they have experienced over the years a number of assignments and training courses; but their past preoccupation

with substance causes the mid-career stage to be a critical time for them to obtain a fairly comprehensive view of managerial skills and principles. Since instruction and experiential learning in the informational, managerial and behavioral sciences are among OTR's capabilities, formal training is a valuable resource at this time in their development. Closer linkage of training and personal development, therefore, becomes a key element in future Agency planning.

#### Career Services to Implement Individual Development

The Agency has several functional career services formally constituted to competitively review all employees under their jurisdiction with respect to promotions, assignments and developmental opportunities. These units are directly responsible to a career service head who is also a senior operating official, and career service heads are directly responsible to a Deputy Director of the Agency. Career service boards and panels, comprised of Agency executives and operating officials, make the competitive reviews and decisions alluded to, and supportive personnel -- career management officers, personnel officials, training officers and other supportive or staff personnel -- are designated to help boards and panels; meet regularly with careerists to discuss their personnel needs and interests; and to implement specific decisions or actions of the career service boards and panels.

The Agency will rely upon the career services to periodically evaluate the potential of careerists within their jurisdictions for executive positions and to specify individualized developmental training and assignments for those concerned. We are confident that this process of individualized review and planning can better achieve the purposes of the Agency and the Federal Guidelines than the development of individual career plans in a form or document. (In earlier years, the Agency extensively experimented with elaborate individual career plans and found them to be largely unsuccessful.)

The career service heads and members of the career service boards and panels are links between supervisors and the Agency's top executives. This linkage of line officers -- supervisors, career service officials, Deputy Directors, Executive Director-Comptroller and the Director -- will be an important factor in insuring the uniform and responsible implementation of policies decided upon by the EMRB (consisting of the Executive Director-Comptroller and Deputy Directors).

#### Systematic Agency-wide Efforts for Identifying Executive Candidates; Individual Personal Development; and Use of Training Resources

To accomplish the essentials of an improved developmental program and to achieve the principal features of the Federal Guidelines for Executive Development, the Agency needs to systematically engage in the individual

planning of developmental training and assignments for employees with executive potential.

Specific developmental programs of the career services should be tailored to their individual needs and problems, but certain common approaches and criteria should be observed by all in order to assure the success of the developmental effort and to achieve Agency-wide objectives. Each career service should project the amount of upward movement in the future and examine the capability of promising careerists to fill positions of responsibility in Grades GS-15 and above. Thereafter, each career service should establish specific training, assignments and other planned developmental activities for each careerist identified for executive development. In identifying assignments and training, effort should be made to fill observable gaps in the career experience of individual employees and to determine means of overcoming relative weaknesses in the skills and abilities of otherwise well-qualified employees with executive potential. Each career service should be encouraged to establish general norms or guidelines covering the preferred kinds of training and assignments that would be most beneficial in furthering the development of executive candidates.

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## DEVELOPMENTAL GAP SHEET (SP CAREER SERVICE)

## I. GENERAL

1. NAME	2. GRADE	3. OFFICE	4. AGE	5. YEARS IN PRESENT JOB	6. LAST FR EVAL.
7. POSITION			8. NAME OF SUPERVISOR		

## II. ACADEMIC BACKGROUND

9. COLLEGE COLLEGE DEGREE <input type="checkbox"/> COLLEGE - NO DEGREE <input type="checkbox"/> NO COLLEGE <input type="checkbox"/>	10. COLLEGE MAJORS PERSONNEL ADMINISTRATION <input type="checkbox"/> PUBLIC OR BUSINESS ADMIN. OR MGT. <input type="checkbox"/> SOCIAL SCIENCE(S) <input type="checkbox"/> OTHER _____ <input type="checkbox"/> (FILL IN)
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## III. JOB PROGRESSION TO DATE

11. INDICATE REMAINING JOB EXPERIENCES IN CENTRAL OP, EMPLOYEE SHOULD ACQUIRE.\* (COMPLETE FOR AN EMPLOYEE WITH MORE THAN 3 YEARS SERVICE IN AGENCY, IF APPLICABLE IN HIS CASE.)

## 12. JOB EXPERIENCE NORMS FOR PROFESSIONALS (3-15 YEARS AS SP CAREERIST)

NORM	COMPLETED		IF NOT COMPLETED, EXPLAIN, IF KNOWN, AND INDICATE IF SOME OR ALL OF NORMS STILL NEEDED
	YES	NO	
A. 4 OR MORE ASSIGNMENTS WITHIN 14 YEARS. (DIFFERENT BRANCHES OR OFFICES) FOR GENERALISTS; 2 OR MORE FOR TECHNICAL SPECIALISTS.			
B. ASSIGNMENT TO AGENCY COMPONENT WITHIN 6 YEARS (APPLICABLE TO GENERALISTS ONLY).			
C. 2 YEARS OF PERSONNEL STAFF OR RESEARCH WORK (OR COMPARABLE EXPERIENCE) BY END OF 14TH YEAR.			

\* JOB PROGRESSION NORMS IN CAREER SERVICE MODEL THAT SHOULD BE CONSIDERED FOR EMPLOYEE CONCERNED.

## IV. LEVEL OF KNOWLEDGE OF PERSONNEL WORK \*

ITEM	SUPERVISOR	SP PANEL		SUPERVISOR	SP PANEL
13. PERSONNEL POLICIES, PROCESSES & PROCEDURES			17. PERSONNEL STAFFING & T/O ADMINISTRATION		
14. PERSONNEL STAFF WORK OR PLANNING			18. RECORDS & TRANSACTIONS		
15. BENEFITS & SERVICES			19. LINE PERSONNEL WORK		
16. SALARY & POSITION ADMINISTRATION			20. PLACEMENT		
			21. NON-PERSONNEL SUPPORT ACTIVITY		
22. EMPLOYEE'S STRONGEST KNOWLEDGE(S) IF APPLICABLE (NAME ONE OR TWO)			23. EMPLOYEE'S WEAKEST KNOWLEDGE(S) IF APPLICABLE (NAME ONE OR TWO)		

## V. PERSONAL SKILLS AND ABILITIES \*

STRONG IN SKILL	SUPERVISOR	SP PANEL	STRONG IN SKILL	SUPERVISOR	SP PANEL
24. RESPONSIVENESS (IN SUPPORTIVE ROLE TO AGENCY OFFICIALS)			28. GETS THINGS DONE		
25. EFFECTIVENESS IN PERSONAL DEALINGS			29. MEETING DEADLINES		
26. SELF RELIANCE			30. THOROUGHGOING		
27. DRIVE			31. WRITING ABILITY		
			32. VERBAL EFFECTIVENESS		
			33. PLEASING PERSONALITY		
			34. IMAGINATION & ORIGINALITY		
35. EMPLOYEE'S STRONGEST PERSONAL SKILL(S) AND ATTRIBUTE(S) IF APPLICABLE (NAME ONE OR TWO)			36. EMPLOYEE'S PERSONAL DEFICIENCIES, IF APPLICABLE (NAME ONE OR TWO)		

## VI. MANAGERIAL SKILLS AND ABILITIES \*

STRONG IN ITEM	SUPERVISOR	SP PANEL	STRONG IN ITEM	SUPERVISOR	SP PANEL
37. REPRESENTATION & COMMUNICATION			43. ANTICIPATION OF CONSEQUENCES OF PROSPECTIVE ACTION		
38. PLAN AHEAD			44. PERCEPTION OF THINGS THAT NEED TO BE DONE		
39. CAPACITY TO INFLUENCE OTHERS			45. ABILITY TO DELEGATE		
40. SUPERVISORY ABILITY			46. EFFECTIVENESS IN OFFICE MANAGEMENT		
41. DECISIVENESS					
42. MATURE JUDGMENT					
47. EMPLOYEE'S STRONGEST MANAGERIAL SKILL(S) IF APPLICABLE (NAME ONE OR TWO)			48. EMPLOYEE'S WEAKEST MANAGERIAL SKILL(S) IF APPLICABLE (NAME ONE OR TWO)		

\* 13-21 }  
 24-34 } FILL IN EACH ITEM BY INSERTING THE LETTER BEST DESCRIBING THE EMPLOYEE'S KNOWLEDGE/SKILLS  
 37-46 }

- A - ABOVE AVERAGE (IN RELATION TO PEERS OR SENIOR CAREERISTS).  
 B - AVERAGE; NO IMPROVEMENT NECESSARY.  
 C - AVERAGE; IMPROVEMENT DESIRED.  
 D - BELOW AVERAGE; NO IMPROVEMENT NECESSARY.  
 E - BELOW AVERAGE; IMPROVEMENT DESIRED.



## VII. PERSONAL DEVELOPMENT SUGGESTIONS

(TO BE COMPLETED BY SUPERVISOR ONLY)

49. IF ANY OF THE SKILLS OR KNOWLEDGES LISTED IN IV, V, AND VI WERE MARKED C OR E, INDICATE WHAT SHOULD BE DONE IF AND WHEN IMPROVEMENT IS FEASIBLE

SKILL OR KNOWLEDGE		CORRECTIVE ACTION PROPOSED	
50. ASSIGNMENTS CONSIDERED NECESSARY FOR EMPLOYEE'S DEVELOPMENT		51. ASSIGNMENTS THAT ARE CONSIDERED DESIRABLE, BUT NOT REQUIRED FOR EMPLOYEE'S DEVELOPMENT	
PROPOSAL	WHEN	PROPOSAL	WHEN
52. FORMAL TRAINING CONSIDERED NECESSARY FOR EMPLOYEE'S DEVELOPMENT		53. FORMAL TRAINING CONSIDERED DESIRABLE, BUT NOT REQUIRED FOR EMPLOYEE'S DEVELOPMENT	
PROPOSAL	WHEN	PROPOSAL	WHEN
54. OTHER DEVELOPMENTAL ACTIONS CONSIDERED NECESSARY FOR EMPLOYEE'S DEVELOPMENT (E.G., SPECIAL PROJECTS, SHORT-RANGE DETAILS, SHORT-RANGE ROTATION IN ANOTHER SUPPORT SERVICE, OP ORIENTATION, REGULAR ATTENDANCE, SP SKILLS PROGRAM)			

NOTE: THE SP PANEL WILL CONSIDER THE SUPERVISOR'S SUGGESTIONS IN DECIDING UPON SPECIFIC INDIVIDUAL ACTIONS THAT SHOULD BE UNDERTAKEN FOR INDIVIDUAL CAREERISTS (FOR WHOM SOME INDIVIDUAL ACTION OR ACTIONS ARE NECESSARY OR DESIRABLE). DEVELOPMENTAL ACTIONS OF SP PANELS WILL BE COMMUNICATED TO THE INDIVIDUALS AFFECTED AND THEIR SUPERVISORS BY THE CMO/OP. ORDINARILY, PANEL DECISIONS WILL SPECIFY BOTH THE KIND OF ACTION(S) TO BE TAKEN AND THE TIME FRAME(S) INVOLVED.

SUPERVISORS ARE ENCOURAGED TO DISCUSS THIS GAP SHEET WITH INDIVIDUALS CONCERNED AFTER COMPLETING IT. IF AN SP CAREERIST WISHES TO COMMENT ON THE INFORMATION PROVIDED BY THE SUPERVISOR OR TO EXPRESS HIS OWN INTEREST IN A PROSPECTIVE DEVELOPMENT ACTION OR ACTIONS, HE IS INVITED TO DO SO ON A SEPARATE SHEET OF PAPER (KEYED TO THE ITEM OR ITEMS CONCERNED).

VIII. PROMOTIONAL READINESS AND POTENTIAL

55. CURRENT PROMOTIONAL READINESS

NOW OR WITHIN ONE YEAR ☐

ONE OR TWO YEARS ☐

AFTER TWO YEARS ☐

NON-PROMOTABLE (PER CURRENT JUDGMENT) ☐

56. CAREER POTENTIAL TO REACH GS-15 OR ABOVE (PER CURRENT JUDGMENT)

YES ☐

NO ☐

IX. POSITION(S) FOR WHICH EMPLOYEE SHOULD BE DEVELOPED AS A PROSPECTIVE REPLACEMENT

X. PERSONAL DEVELOPMENTAL ACTIONS

57. CORRECTIVE ACTIONS TO IMPROVE SKILLS OR KNOWLEDGE, INCLUDING APPLICABLE ITEMS LISTED IN IV-VI.

ACTION	WHEN

58. ASSIGNMENTS THAT SHOULD BE UNDERTAKEN

ASSIGNMENT	WHEN

59. OTR OR EXTERNAL TRAINING COURSES

COURSE	WHEN

60. OTHER DEVELOPMENTAL ACTIONS THAT SHOULD BE UNDERTAKEN (E.G., SPECIAL PROJECTS, ETC.)

ACTION	WHEN

61. DUE DATES FOR PROGRESS REPORTS TO SP PANEL OR BOARD CONCERNING DEVELOPMENTAL ACTIONS (AS APPLICABLE)

ACTION	DATE

CAREER SERVICE MODEL FOR DEVELOPMENT OF PERSONNEL GENERALISTS IN SP SERVICE  
(APPLICABLE TO PROFESSIONALS WITH POTENTIAL FOR DEVELOPMENT)

GENERAL NORMS (FOR GUIDANCE ONLY)

1. ACADEMIC BACKGROUND

CT OR COLLEGE GRADUATE (OR EXPERIENCE EQUIVALENTS)  
MAJOR IN ADMIN., MGT., OR SOCIAL SCIENCES

2. TRAINING

A. OTR

1. CODE COURSES
2. TRENDS AND HIGHLIGHTS
3. ADP ORIENTATION

B. EXTERNAL (FOR SELECTED EMPLOYEES)

1. PERSONNEL MGT. (E.G., POSITION CLASSIFICATION; EMPLOYEE RELATIONS); ORGANIZATIONAL DEVELOPMENT; PSYCHOLOGY; BEHAVIORAL THEORY; SYSTEMS ANALYSIS; STATISTICS
2. TOPICAL OR TECHNICAL TRAINING IN SPECIALIZED PERSONNEL SUBJECTS (E.G., AMA SEMINARS)

C. WITHIN OP

1. ATTENDANCE OF PERSONNEL CAREERISTS AT OP ORIENTATION BRIEFINGS; MONTHLY MEETINGS OF SP SKILLS DEVELOPMENT PROGRAM
2. PARTICIPATION OF NEW PROFESSIONAL CAREERISTS IN OP ON-THE-JOB TRAINING PROGRAM

3. DESIRED AGE LEVEL PROGRESSION

ASSIGNMENT OR READINESS FOR ASSIGNMENT BY AGE 40-45 TO OP KEY POSITION (OR APPROXIMATE EQUIVALENT)

4. NORMAL JOB PROGRESSION

A. INITIAL (1ST THREE YEARS OF ENTRY IN SP CAREER SERVICE)

ONE- OR TWO-YEAR ASSIGNMENTS, AS PRACTICABLE, IN OP CENTRAL UNITS (E.G., PMCD, SPD, CD AND BSD)

B. MID-PROFESSIONAL (BETWEEN 3 AND 15 YEARS FROM ENTRY IN SP CAREER SERVICE)

1. THREE OR MORE ASSIGNMENTS TO SPECIALIST JOBS IN CENTRAL OP OR GENERALIST PERSONNEL JOBS IN COMPONENTS DURING NEXT 3-15 YEARS. (SP ASSIGNMENT OBJECTIVE: 3 YEAR TOURS INSIDE AND OUTSIDE CENTRAL OP WITH ONE OR TWO EXTENSIONS OF ONE YEAR CONSIDERED UPON REQUEST.)
2. ASSIGNMENT TO A COMPONENT BY END OF 6TH YEAR UNLESS EMPLOYEE IS EXPECTED BY SP CAREER SERVICE TO INDEFINITELY CONTINUE IN FUTURE AS TECHNICAL OR FUNCTIONAL SPECIALIST IN CENTRAL OP.
3. BY THE END OF 14TH YEAR, EMPLOYEE HAS SERVED 2 OR MORE YEARS IN A STAFF OR ADVISORY CAPACITY; IN A PLANNING OR RESEARCH POSITION; OR IN A POSITION REQUIRING CONSIDERABLE TIME TO BE SPENT IN SUCH ACTIVITIES.

5. STRONG EVALUATION IN FOLLOWING PERSONAL SKILLS AND ATTRIBUTES

RESPONSIVENESS IN SUPPORTIVE ROLE TO  
AGENCY OFFICIALS  
EFFECTIVENESS IN PERSONAL DEALINGS  
IMAGINATION AND ORIGINALITY  
SELF RELIANCE  
DRIVE

GETTING THINGS DONE  
THOROUGHGOING  
WRITING ABILITY  
VERBAL EFFECTIVENESS  
PLEASING PERSONALITY

6. STRONG EVALUATION IN FOLLOWING MANAGERIAL SKILLS

REPRESENTATIONAL AND COMMUNICATING  
SKILLS

PLANNING AHEAD

CAPACITY TO INFLUENCE OTHERS (SUB-  
ORDINATES, PEERS, SUPERIORS)

SUPERVISORY SKILL (INCLUDING DEVELOP-  
MENT OF SUBORDINATES; MAINTENANCE  
MORALE AND LOYALTY)

DECISIVENESS

MATURE JUDGMENT

ANTICIPATION OF CONSEQUENCES OF PROSPECTIVE  
ACTIONS

PERCEPTION OF THINGS THAT NEED TO BE DONE

ABILITY TO DELEGATE

EFFECTIVENESS IN MANAGEMENT OF OFFICE

7. FAMILIARITY WITH PERSONNEL WORK

A. GOOD UNDERSTANDING OF FOLLOWING:

SUBSTANTIVE ASPECTS OF PERSONNEL ACTIVITIES

CURRENT PERSONNEL OBJECTIVES, GOALS AND DEVELOPMENTS

PERSONNEL TRENDS AND FUTURE PROBLEMS

B. QUALIFYING EXPERIENCE IN A MAJORITY OF FOLLOWING:

PERSONNEL RESEARCH/STAFF WORK

BENEFITS AND SERVICES

SALARY AND POSITION MGT.

PERSONNEL STAFFING

PERSONNEL TRANSACTIONS

RECORDS CONTROL AND MANAGEMENT

LINE PERSONNEL MGT. IN COMPONENTS

C. DESIRABLE EXPERIENCES (NOT NORMS)

OVERSEAS OPERATIONS AND SUPPORT

HEADQUARTERS ACTIVITIES RELATED TO PERSONNEL PROCESSING MGT. (E.G., TRAINING, COVER,  
TRAVEL)

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LIST OF EXECUTIVE DEVELOPMENT TRAINING AND ASSIGNMENT REQUIREMENTS

NAME OF EXECUTIVE CANDIDATE TO BE DEVELOPED	SUBSTANTIVE, MANAGERIAL AND PROFESSIONAL JOB ASSIGNMENTS, EXPERIENCES AND ORIENTATIONS		TRAINING (WITHIN CAREER SERVICE, OTR, EXTERNAL, COLLEGE, ETC.) AND OTHER DEVELOPMENTAL ACTIONS	
	ACTION(S) AND PURPOSE(S)	WHEN	ACTION(S) AND PURPOSE(S)	WHEN

(D) Career ServiceEXECUTIVE CANDIDATES ROSTER (EXEC) FOR FY 1973-FY 1976  
(Roster to be Prepared Annually)

TURNOVER OF SENIOR PERSONNEL IN GRADES GS-15 THROUGH GS-17			POSSIBLE CANDIDATES				
ESTIMATED YEAR OF VACANCY (FY73-76) <u>A</u>	GRADE (GS-15 THROUGH GS-17) <u>A</u>	EXPECTED VACANCIES (INDIVIDUAL VACANCY BY TITLE OR NUMBER BY ORGAN./FUNCTIONAL CATEGORY) <u>B</u>	NAME OF CANDIDATE AND HIS POSITION	GRADE <u>C</u>	DATE OF LAST PROMOTION	DATE OF MAND. RETIRE.	ADVANCE- MENT POTENTIAL <u>D</u>
(1973)	(GS-16)	(Deputy Ch., X Div.)	(Joe Blank, CH., Br. 5, A Div./DDP) (Tim Roe, Ch., Br. 2, B Div./DDP)				
(1974)	(GS-16)	(2 Chiefs of Sta., EUR and WH Areas)	(Tom Brown, CH. Sta. __, FE/DDP) (Bob Green, CH. Sta. __, EUR/DDP) (Ken White, CH., Br. 4, X Div., DDP) (Larry Blue, Ch., Br. 3, Y Div., DDP) (Bill Black, Ch., Z Staff, DDI)				
			( I L L U S T R A T I O N )				

UNCLASSIFIED		CONFIDENTIAL		SECRET	
<b>OFFICIAL ROUTING SLIP</b>					
TO	NAME AND ADDRESS	DATE	INITIALS		
1	DD/S				
2					
3					
4					
5					
6					
ACTION		DIRECT REPLY		PREPARE REPLY	
APPROVAL		DISPATCH		RECOMMENDATION	
COMMENT		FILE		RETURN	
CONCURRENCE		INFORMATION		SIGNATURE	

**Remarks:**

Attached are two papers pertaining to the Personnel Development Program, one from the Director of Personnel, the other from the Director of Training. This subject will be discussed at the Deputies Meeting on 14 December.

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